

**DEPARTMENT OF  
GERMAN AND ROMANCE LANGUAGES  
AND LITERATURES**

**2019-20  
GRADUATE  
STUDENT  
HANDBOOK**

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## GROLL Graduate Faculty Responsibilities 2018-19

DEPARTMENT CHAIR:     Derek Schilling (dschill4@jhu.edu)

### SUBDIVISION DIRECTORS:

- French     Daniel Desormeaux (ddd@jhu.edu)
- German    Rochelle Tobias (rtobias@jhu.edu)
- Italian     Walter Stephens (walter.stephens@jhu.edu)
- Spanish    Eduardo González (eduardo.gonzalez@jhu.edu)

### DIRECTORS OF GRADUATE STUDIES:

- French     Wilda Anderson (wanders3@jhu.edu)
- German    Jennifer Gossetti-Ferencei (jgosett1@jhu.edu)
- Italian     Walter Stephens (walter.stephens@jhu.edu)
- Spanish    William Egginton (egginton@jhu.edu)

### LANGUAGE PROGRAM DIRECTORS:

- French     Kristin Cook-Gailloud (kacg@jhu.edu)
- German    Deborah Mifflin (mifflind@jhu.edu)
- Yiddish    Beatrice Lang (bcaplan7@jhu.edu)
- Italian     Alessandro Zannirato (alessandro1@jhu.edu)
- Portuguese Flávia Azeredo Cerqueira (flavia.azeredo@jhu.edu)
- Spanish    Loreto Sánchez-Serrano (lsanchez@jhu.edu)

## Administrative Office Staff

ADMINISTRATIVE MANAGER	Teri Caughman (trobin52@jhu.edu)
BUDGET SPECIALIST	Kimberly Holton (kholton1@jhu.edu)
SENIOR ACADEMIC COORDINATOR	Kathy Loehmer (Kathy.grll@jhu.edu)

DEPARTMENT WEBSITE:     <http://grll.jhu.edu>

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# Graduate Student Handbook General Rules and Regulations

## ENTERING THE DEPARTMENT

We are pleased to welcome you (back) to the department. Whether you are just beginning your course of study or returning to campus, it's your responsibility to familiarize yourself with the policies and guidelines contained below, as well as with those specific to your graduate program. Please keep a hard copy of this handbook for future reference. A .pdf copy is also posted on the department website:

<http://grll.jhu.edu/resources/>

## FINANCIAL AID

The department expects that students will complete their program of study and defend the dissertation within five years. To that end, the department will provide five years of funding to all enrolled graduate students provided they remain in good standing. Funding will cover tuition and health insurance and provide a stipend. The stipend is generally earned as follows:

1st year	Intensive Course Work (no teaching)
2nd– 3rd years	Teaching Assistantship
4th year	Dissertation Research/Study Abroad (no teaching)
5th year	Teaching Assistantship

An additional final year of funding in the form of a Teaching Assistantship may be granted as department resources permit to *students in good standing*. Such additional funding is limited and, unlike years one through five, is not in any case guaranteed.

**Please be aware that your teaching status each year will affect the taxability and withholdings of your stipend income. The department faculty and staff are not qualified to make recommendations or give you advice about your tax status. All questions should be directed to the University's Tax Office [tax@jhu.edu](mailto:tax@jhu.edu) (443) 997-8688. See also the link on both the Student Employment and Tax Office website: [http://finance.jhu.edu/depts/tax/faq\\_resident\\_fellowship.html](http://finance.jhu.edu/depts/tax/faq_resident_fellowship.html)**

## **GRADUATE STUDENT REPRESENTATION**

The GRL Graduate Student Forum (GGSF) is a representative organization whose purpose is to facilitate discussion among members about the graduate programs and the department; to organize graduate student events; to report feedback on faculty search candidates to the department; to recommend revisions to the Graduate Handbook; to serve as an advocate for individual and general student concerns as desired; and to represent its members' interests and concerns to the Directors of Graduate Studies, Department Chair, and the University at large.

During the Fall Meeting, GRL graduate students elect the GGSF President, Administrator, Representatives (2 per subdivision, one pre-ABD and one ABD), and GRL Representatives to the Graduate Representative Organization (GRO). GRL graduate students should communicate with their Representative(s) any concern(s) they would like addressed in a GGSF meeting. Minutes are distributed to all graduate students following meetings.

## **ANNUAL REVIEWS AND STUDENT RENEWAL LETTERS**

A key component of professional development in the department is the Graduate Annual Review, prepared each spring. The narrative self-evaluation portion forms the basis for a discussion with the Director of Graduate Studies and/or advisor, and is required regardless of class year until completion of program.

Following submission of a signed and completed annual evaluation from the student's subdivision, letters of renewal outlining financial awards, student status, and any teaching responsibilities for the coming year will be issued to each continuing doctoral student. The letter must be signed and returned to the department by the deadline indicated. If your letter does not accurately reflect your intentions, contact your Director of Graduate Studies to negotiate a possible revision prior to the signing deadline.

*Failure to sign and return a letter by the deadline will be considered indication of your intention to discontinue your program of study with the department. Procedures to terminate your registration will be undertaken accordingly.*

## **FINANCIAL SUPPORT DURING LEAVE OF ABSENCE**

Students on Leave of Absence (LOA) are not charged tuition for the semesters they are granted leave; the period of leave is simply regarded as an approved interruption of the degree program. However, the University cannot guarantee that financial support will be available when the student returns to active status in the program of study. After taking LOA, students must re-apply for financial assistance. The decision to award

teaching assistantships or fellowships upon the student's return is left to the discretion of the department. Before applying for a Leave of Absence, students should consult their department for information regarding funding opportunities upon return.

Students are limited to a maximum of four semesters of Leave of Absence throughout their tenure at the University. International students should consult with the Office of International Services for visa implications associated with LOA requests.

## **DISSERTATION RESEARCH/STUDY ABROAD REQUIREMENTS**

In addition to the teaching relief granted during the first year of graduate study, students will be granted teaching relief for one additional academic year in order to take advantage of dissertation research opportunities otherwise unavailable to them. Typically, this will take place during the fourth year. Although most students will choose to go abroad, those whose research needs make it more logical to remain in the United States may do so. ***Students may not use the year of teaching relief to do any other work for compensation.***

Each student must meet the prerequisites of his/her subdivision before permission will be granted to embark on the year of research. **Students planning to take advantage of one or both semesters of teaching relief must notify their advisor, Director of Graduate Studies, Director of Subdivision, Language Program Director, and the Academic Coordinator by February 1<sup>st</sup> in the preceding academic year. Failure to communicate this information will result in the expectation that the student will teach during the following academic year.**

Students who plan to study abroad at another institution must complete an *Application for Graduate Study Abroad*. The application should be submitted to the Academic Coordinator who will obtain the necessary signatures from the Department Chair and the Graduate Board. International students must obtain the signed approval from the Office of International Services (OIS) before submitting the form to the Academic Coordinator. Applications for Graduate Study Abroad must be submitted to the Academic Coordinator by **June 15** for the Fall semester and **November 15** for the Spring semester. Once approved by Graduate Affairs, the Registrar will enter the Graduate Study Abroad registration into SIS.

Additionally, whether studying abroad with another institution or not, students must prepare a report outlining in detail their research plans for the research year, including travel dates and destinations. This report must be submitted for approval to the Director of Graduate Studies by **June 15** of the preceding summer for Fall travel or by **November 15** for Spring travel. Once approved, any modification to the research plan must also be approved prior to implementation.

## **REGISTRATION AND COURSE AUDITING**

First-year graduate students in the department are required to take the Graduate Practicum (see below: “Required Graduate Practicum Course”).

All graduate students, no matter how advanced in their course of study, must be registered at all times for at least one course *for credit*. Students in French, Italian and Spanish who have completed all coursework but have not presented their ABD should register for “Proposal Preparation”; students in German who have completed the MA and are working on qualifying papers should register for “Qualifying Paper Preparation” in addition to any other required courses.

Students who have completed all coursework and presented the ABD (where required) should register each semester for “Dissertation Research” with the chosen advisor.

University regulations prohibit the awarding of a grade for a course taken as an audit. Students who need to receive a grade in a course should register to take the course for credit. (This includes courses taken as Pass/Fail.) Conversely, if you wish to audit a course, you must register for it formally as an Auditor and commit to attending on a regular basis. Once the add/drop period has passed for a semester, the type of registration cannot be changed. Courses dropped after the deadline specified by the Registrar will retain a “W” on the transcript (for withdrawal).

## **TIME TO DEGREE**

The department expects that you will complete the degree within five years from the time of matriculation. You must budget your time accordingly, particularly during the summer months and annual winter recess. Communicate regularly with your advisor to establish submission and revision deadlines that will allow you to stay on schedule. *University regulations prevent the department from providing any GTA or fellowship funding beyond the sixth year.*

Even absent departmental funding, students must continue to demonstrate sufficient progress toward their degree. Any student not making sufficient progress will be referred to the Executive Committee for consideration of probation and a remedial course of action.

## **NON-RESIDENT STATUS**

Once departmental funding has been completed, unless they obtain extradepartmental funding (see below), students must register for Non-Resident Status for each semester up to and including the semester during which they defend the dissertation.

Students will be eligible for Non-Resident status if they:

- have no required seminars remaining in which to enroll;
- may have one or more of the following to complete:
  - the master's essay or doctoral thesis;
  - coursework in which an "Incomplete" grade was assigned;
  - non-coursework requirements such as a language or computing requirement;
- are working 19.9 hours per week or fewer during the academic year if employed by Johns Hopkins University in any capacity (Intersession or Summer employment can be full time, however). If working, students cannot be on salary (or stipend) but must be paid hourly on a semi-monthly basis. NOTE: Research or teaching assistants expected to work more than 19.9 hours per week do not qualify for Non-Resident Status.

Students must complete the Application for Non-Resident Status, found on the Graduate Board website, and file it with the Academic Coordinator by **November 1<sup>st</sup>** for the following Spring and by **July 1<sup>st</sup>** for the Fall semester. It is essential that you meet these processing deadlines so as to avoid a late registration penalty (you must register each semester before the start of classes; late registration incurs a minimum late fee of \$200). The Academic Coordinator will obtain approval from your advisor, Director of Subdivision, Department Chair, and the Graduate Board. Note: International students must first obtain a signature from the Office of International Services before submitting the application to the Academic Coordinator.

All students on Non-Resident Status will be charged 10% of the full-time tuition per semester. Non-Resident students are required to carry health insurance; absent submission of proof of approved insurance elsewhere, they will be automatically enrolled in the university-sponsored plan and will be billed accordingly. If you can demonstrate *comparable* insurance elsewhere, you may apply for a waiver of the student insurance. Please see the Academic Coordinator for this waiver form.

If you are planning to defend by the end of the 6<sup>th</sup> week of the Fall semester or the 3<sup>rd</sup> week of the Spring semester and will submit the dissertation to the Library within the two weeks after that, your tuition will be refunded. In this case, please complete a tuition waiver form so that you do not have to pay and then wait for a refund. Check with the Academic Coordinator for details.

Once the department and Graduate Board have approved your Non Resident Status, it will be your responsibility to register for that course number (AS.910.600) via SIS.

Students who wish to *continue* their Non-Resident Status for an additional semester or year beyond the time initially approved must reapply through the same approval process described above, and should begin by submitting to the advisor and Academic Coordinator a report detailing their progress over the current Non-Resident period. Registration for Non-Resident Status in SIS must be completed prior to the first day of classes of the semester for which you are seeking to extend your Non-Resident Status.

**Please note: approval of Non-Resident status extensions by the department is *not* guaranteed and is contingent on maintaining adequate contact with your advisor and demonstrating continued progress toward completion of the dissertation. The student and advisor are responsible to maintain an agreed-upon schedule of progress throughout the period of nonresidency. The final decision on continued approval of nonresidency will rest with the advisor, the Director of Subdivision and the Department Chair.**

**ALL STUDENTS MUST COMPLETE THE DEGREE WITHIN 12 YEARS OF ENTERING THE PROGRAM, INCLUDING ANY YEARS OF NON-RESIDENT STATUS. THE DISSERTATION MUST BE DEFENDED AND SUBMITTED TO THE UNIVERSITY LIBRARY THE DAY *BEFORE* CLASSES BEGIN ON WHAT WOULD BE THE STUDENT'S THIRTEENTH YEAR.**

## **LANGUAGE REQUIREMENTS**

Most subdivisions require certification of competency in one or more additional languages beyond English and the target language of specialization. See individual subdivision requirements below. When you have completed the requirements for each additional language, provide the Academic Coordinator the documentation needed to file for certification, which will be recorded on your transcript.

Language certifications can be accomplished in one of three ways:

- Passing a translation exam administered by the Language Program Director of the relevant department subdivision or appropriate faculty member of another department (documentation of having passed the exam must be sent to the Academic Coordinator by the faculty member administering the exam);
- Successfully completing a 300-level course (or higher) in another language at JHU;
- Certifying language proficiency through transfer credits from other universities at the 300-level or equivalent, upon approval of the Director of Graduate Studies.

## **GRADUATE TEACHING ASSISTANTSHIPS**

A crucial component of graduate training at the University is the Teaching Assistantship. Your prospects as a candidate on the academic job market are greatly enhanced when you can demonstrate a record of excellence and versatility in teaching, as well as familiarity with a range of techniques and approaches to the teaching of language and literature that you have put to use in the appropriate classroom settings.

In most cases, you will begin the teaching apprenticeship in one of three sequences corresponding to the first three core years of formal language study: Elements, Intermediate, and Advanced. More experienced GTAs may be asked to take on

classroom responsibilities for specialized language courses outside the core sequence or in cultural and literary topics, as curricular needs dictate. The department also provides appropriate mentoring for ABD students who seek to develop a course as part of the competitive Dean's Teaching Fellowships (see below).

The responsibilities of each Graduate Teaching Assistant (GTA) are explained below. Please take the time to familiarize yourself with them in full.

### **TIME COMMITMENT**

Each GTA will be assigned a single course each semester, to be taught under the guidance of a designated faculty supervisor who bears overall responsibility for the course. Expect to devote roughly one third of your average working hours per week to your instructional duties (at least 10, but no more than 14.5 hours).

The average time commitment per week will be distributed as follows:

3-3.5 hours in the classroom

1 weekly drop-in office hour

1-2 hours for meetings with faculty supervisor/Language Program Director

5-8 hours class preparation, student evaluation, and corrections.

### **INSTRUCTOR ABSENCES**

If illness, emergency, or approved conference travel require that you miss a class you are normally assigned to teach, do NOT make private arrangements with other GTAs. Instead, notify as soon as possible your faculty supervisor, who will consult with the Language Program Director to arrange for a substitute instructor on the day(s) of your absence. In general, the department encourages reciprocity. If you have had your course replaced on one or more occasions, you should make yourself available to substitute for another GTA, should the need arise.

The University is committed to providing a learning environment supportive of its students in their pursuit of productive and fulfilling academic, professional, and personal lives. All full-time graduate students including GTAs are covered by the New Child Accommodations policy. For more information, see <https://www.jhu.edu/assets/uploads/2017/06/newchildaccommgradandpostdoc.pdf>

### **TEACHING OBLIGATIONS**

As a GTA you are most likely joining a group of instructors of varying levels of experience who are teaching the same course, and who are pursuing the same set of learning objectives. The policies below are meant to ensure consistency both for multi-section courses and across the board in the department. They must be

adhered to in full.

As a GTA, you are required to:

**a)** conduct all **class meetings** at the time and in the classroom assigned, on each of the days designated in the University's course management system (SIS). Undergraduate classes at Hopkins are held on a tight schedule with little time in between class periods. You must conduct the class for the entire scheduled time (but no longer) and should devote the entire period to active instruction. Your faculty supervisor will assist you in crafting lesson plans that will allow you to meet all course learning objectives within the assigned time frame.

**b)** adhere strictly to all **policies and evaluation procedures** outlined in the course syllabus, using the assigned textbook(s). Compose, administer, and grade, within 72 hours, quizzes, tests, compositions or other student progress assessments throughout the semester so that students receive timely feedback.

**c)** maintain one drop-in **office hour** per week and answer promptly student queries via e-mail. The office hour should be scheduled at a time convenient for the maximum number of students possible, during business hours. You should make yourself available by appointment to students who cannot attend the posted hour. If you are to absent during the appointed office hour, inform students beforehand in class and/or via Blackboard.

**d)** keep clear, complete **written records** of student attendance (including tardiness) and in-class performance throughout the semester so that you can provide a day-to-day and overall evaluation for each student. Should questions arise about a final grade, you should be able to justify your appraisal based on your written documentation.

**e)** **update grades** regularly in Blackboard or another electronic form used in your program so that students are aware of their progress. Submit final grades to your faculty supervisor no more than 48 hours after the final exam has been administered. Grades must be determined in strict accordance with the course syllabus, with the input of the faculty supervisor who is authorized to submit final grades to the Registrar.

**f)** return any course **materials or equipment** on loan in good condition to the faculty supervisor or administrative office staff member at the end of the loan period.

#### **COMPLIANCE WITH UNIVERSITY POLICY**

University policies on equal educational opportunity forbid discrimination and harassment on the basis of race, sex, national origin, religion, disability, or sexual

orientation and prohibit any form of sexual harassment. As responsible employees of the University to whom infractions may be reported, GTAs may be required to take part in training modules to ensure full familiarity and compliance with University, state, and federal policy.

GTAs are expected to be aware of and implement any accommodations the University makes available to any student with a disability enrolled in their course section. Once notified, GTAs should discuss how to handle the specified accommodation within the framework of the course with their faculty supervisor. GTAs are urged to seek guidance on these policies and their applicability with the Office of Student Disability Services: <https://studentaffairs.jhu.edu/disabilities/>

The university classroom is an educational space in which disruptive or aggressive behavior, hate speech, or other forms of verbal or physical intimidation that inhibit student learning have no part. GTAs should report immediately to the Language Program Director any classroom incidents or behaviors that may seem unusual or threatening.

#### **INTERNAL COMMUNICATIONS**

**a)** Johns Hopkins University uses the Blackboard **course management system**. As a GTA you must be able to use all Blackboard tools independently (e.g. creating and/or grading online quizzes or surveys; posting announcements; uploading teaching material, etc.). GTAs not familiar with Blackboard will be required to complete a training course at the Center for Educational Resources (CER) within 4 weeks from the beginning of the academic year.

**b)** You are expected to check your jhu.edu **e-mail** daily during the workweek and to respond promptly to any queries from your faculty supervisor and/or Language Program Director. You may, but are not required to respond to student queries over the weekend (5 p.m. on Fridays to 9 a.m. on Mondays). **No course-related communications should be carried out on a third-party e-mail account or social media platform. Please use your @jhu.edu account or the course Blackboard site when communicating with students. Likewise, request that your students write you from their JHU e-mail account or via Blackboard to ensure receipt.**

**c)** GTAs should consult with the Language Program Director about dates of departure and return **before** booking any travel to ensure full compliance with required dates of attendance, including the periods prior to the resumption and after the end of classes each semester.

## **ORIENTATION AND MENTORSHIP**

Curriculum delivery in a large department is a collective enterprise, and as a GTA you and your peers will all be making concrete contributions to your Language Program. Regardless of your prior teaching experience, you are required during each semester that you are a GTA to

**a)** attend the annual department **orientation** in late August and all meetings specific to your assigned course level the week before classes start. (Note that incoming GTAs may be required to take one or more Diagnostic Language Assessments during orientation week in consultation with the Language Program Director.)

**b)** participate actively in all appropriate **group instructional/curricular meetings** called by your faculty supervisor and/or Language Program Director. Active participation includes in many cases reviewing materials to be used the following week and preparing the corresponding lesson plans as well as composing and administering any collective departmental exams. No GTA will be exempted from these duties. GTAs must notify the faculty supervisor in advance of absences; two unexcused absences may result in referral to the Director of Subdivision.

**c)** observe the number of class sessions required by your faculty supervisor as part of the **Teaching Observation Program**, where appropriate;

**d)** facilitate periodic **class visits** by the faculty supervisor, Language Program Director, or technician scheduled to video-record your class. Based on in-class observations and/or on video-recordings, the faculty supervisor and/or Language Program Director will prepare written reports and offer suggestions for improvement and adjustments. GTAs are expected to make an appointment to meet with the visitor soon after the visit. Written reports allowing the student to establish a record of professional development will be available for GTAs to review and will be placed on file (see Department Files below).

## **ADVISEMENT**

The Director of Graduate Studies (DGS) of the respective subdivision is responsible for managing each student's progress through the program. The duties of the DGS include advising graduate students (after year two, in conjunction with the student's chosen thesis advisor); approving graduate student registration; and communicating to the department Administrative Office the status of each student.

Students are expected to choose an advisor to guide their research toward the dissertation stage by the end of the second year of study. The advisor's input will be taken into account in all decisions concerning the student's progress in the program,

whether at the level of the subdivision or at the departmental level. Until a student chooses an advisor, the Director of Graduate Studies of the subdivision will fulfill that role.

## **ACADEMIC PROGRESS GUIDELINES/PROBATION/ DEFUNDING/TERMINATION**

Students are evaluated on the basis of course work, exams, and the dissertation, including the ABD, as applicable within their subdivision's curriculum. Course work evaluation is the obligation of the faculty member teaching the course in question; exams are evaluated by the advisor, by the faculty member administering the exam or by the subdivision faculty; and the dissertation is evaluated by the dissertation committee. A student may be terminated from the program for failure to meet guidelines established by the department regarding the program of study or by the Graduate Board for failure to comply with University regulations. In order to remain in good standing in the program, students must receive a passing grade in all courses and meet all applicable deadlines established by the subdivision or department. Failure to do so will lead to the student being placed on probation.

### **Probation Procedures**

Should it come to the attention of the faculty that a student is deficient with respect to expected academic or pedagogical progress or to procedural compliance at any point in the student's tenure, whether the student is being funded or not, a meeting of the Executive Committee will be convened to review the case. The Executive Committee is comprised of the Department Chair and the four Directors of Subdivision. The committee will recommend a course of remedial and/or disciplinary action depending upon the severity and nature of the infraction(s) or delinquencies. Failure to successfully complete a course of remedial action within the specific deadlines prescribed by the committee will result in termination from the program.

Here is a link to the University Policy for Graduate Student Probation, Funding Withdrawal and Dismissal:

<http://krieger.jhu.edu/hwgradaffairs/wp-content/uploads/sites/35/2014/08/Graduate-Student-Probation-Funding-Withdrawal-and-Dismisal-Policy.pdf>

**In Progress (IP) grades:** The department expects that all students will complete required coursework in a timely fashion. Students must submit all papers for the academic year (both the Fall and Spring semesters) prior to the first day of classes in the Fall semester of the following academic year. For no more than one paper not submitted by that deadline, students must obtain written permission from their advisor in order to

be granted a one-semester extension. This permission must be forwarded to the Academic Coordinator who will maintain it in the student's file. If more than one paper is outstanding at the first day of classes of the Fall semester, the Academic Coordinator will notify the Department Chair who will convene the Executive Committee to decide whether or not the student will be placed on probation and what the terms of that probation will be.

Failure to meet the established deadline will lead to one of two options:

- The student may seek written permission from the advisor and the Director of Subdivision for a single additional one-semester extension. Copies of these permissions must be submitted to the Academic Coordinator. The outstanding paper must be submitted to the course instructor (with the Academic Coordinator copied on the submission email) no later than the first day of classes of the following semester.
- The Director of Graduate Studies or advisor will notify the Chair who will convene the Executive Committee to decide whether or not the student will be placed on probation and what the terms of that probation will be.

**Exams/ABD:** A student will be terminated for failure of the comprehensive/MA exams or of the qualifying ABD project; if no more than 50% of the comprehensive/MA exams is failed (i.e. one exam of a two-exam sequence or two exams of a four-exam sequence in programs with multi-part examinations), the failed exam(s) may be repeated once; if failed, the qualifying ABD project may be repeated once.

Students having failed to pass comprehensive/MA exams or the ABD may appeal this decision in writing to the Department Chair who will convene the Executive Committee.

## **ABD PRESENTATION**

Most graduate programs in the department require that students present an ABD prospectus. (See below for specific requirements for your subdivision.) Notice should be given to the Academic Coordinator no later than three weeks before the expected date presentation date. The final approved copy of the ABD prospectus should be forwarded to the Academic Coordinator by the student's advisor for distribution no later than two weeks prior to the anticipated date. This copy may not be encrypted and will be made available to all graduate students and faculty in the department who are invited to attend the presentation. STUDENT ATTENDANCE AT ALL ABD PRESENTATIONS WITHIN THE HOME SUBDIVISION IS MANDATORY.

## **PROFESSIONAL DEVELOPMENT**

Students are encouraged to engage in various activities conducive to their professional development as scholar-teachers. Presenting the results of their research at professional conferences and colloquia comprises one important aspect of professional development; see below for details on financial support for these activities. Attendance at conferences focused on the chosen research field or subfield as well as on the teaching of languages and literatures is likewise encouraged.

## **ADDITIONAL FUNDING**

### **Intradepartmental Funding**

Students may apply for funds to defray costs for attending scholarly conferences at which they will be presenting a paper. A maximum amount allowable per student is determined each year. Each subdivision will determine who will be responsible for approving requests for travel funding (either the Subdivision Director or DGS).

To be eligible for conference expense reimbursement, students must submit a written request (including purpose and dates of travel as well as estimated expenses) to their subdivision's responsible party who will indicate in writing the maximum approved amount the student will receive. Students should then bring the approved request to the Budget Specialist who verifies all documentation before processing the reimbursement.

Singleton Travel Fellowships – Each year the department accepts applications for summer travel fellowships, reserved for Johns Hopkins graduate students, whose research requires that they be in Italy. The funds are intended to cover round trip airfare to and travel within Italy. Students are given appropriate notice of the materials needed and deadline for application.

Students who have exhausted their departmental travel allocation can apply for travel funds via a lottery system through the Graduate Representative Organization (GRO):

<https://studentaffairs.jhu.edu/gro/funding/travel-grants/>

Research assistantships – On an ad hoc basis, students may have the opportunity to supplement fellowship funding by working for a professor as a research assistant within the hourly limits for graduate student compensation established by the University.

### **Extradepartmental Funding:**

University policy stipulates that for graduate students who obtain extradepartmental funding, the Gilman Fellowship is reduced by the corresponding amount for the covered fellowship period. *Students may use extradepartmental funds to extend their residency for one additional year only if equivalent to a full year's standard funding.* Students

who receive an award at a funding level that qualifies as “partial” rather than “full” may apply for teaching relief or request a top-off amount above the regular stipend.

### ***Full Funding***

Full funding is defined to include a full year’s stipend as established for your GROLL cohort, full tuition support at Resident status level and full health insurance coverage equivalent to the current student plan.

### ***Partial Funding***

Partial funding is that which is less than the full stipend amount and/or does not cover the costs of tuition and health insurance.

### ***Teaching Relief***

Funding must, at a minimum, cover one semester’s stipend amount for the student to be considered for teaching relief. Consideration will always *first* be given to the teaching needs of the home program regardless of the external funding amount. Students should confer with the Director of Graduate Studies and Director of Subdivision before applying for external funding.

### ***Top Off Funding***

Where teaching relief is not an option, on a case by case basis, the department will consider awarding an additional “top-off” amount to the regular stipend when a student has obtained extra departmental funding.

### ***Residency Status when receiving external funding***

University policy precludes students from receiving *any* funding while on Non-Resident status. Students who are able to secure outside funding once departmental funding has been exhausted must register as “Resident” to receive that funding. This means that both Resident tuition expenses (20% of current tuition cost) as well as health insurance must be covered either by the outside funding or privately by the student.

### ***Teaching outside the department***

Students are expressly prohibited from teaching classes outside the department. Occasionally, when the student’s area of expertise allows, special assignments are made with another department. Such assignments must have prior GROLL departmental approval from the advisor, Director of Graduate Studies, Director of Subdivision, and Department Chair.

**Dean’s Teaching Fellowships** - Graduate students in the Krieger School of Arts and Sciences who will be in residence in the following academic year and who have achieved ABD status are eligible to apply for one of these competitive fellowships. DTF Fellows will teach a one-semester course to be taught in English or in the target language as curricular needs dictate. Applications must be submitted to the Dean’s Office. Students should consult with primary advisor and Director of Subdivision before beginning the

application process in the fourth or, at the latest, the fifth year of study. Students currently in their sixth year or beyond are not eligible to apply. *The department cannot guarantee that a student who is awarded a DTF for the sixth year will receive funding for the semester opposite the one during which the student teaches the DTF-sponsored course.*

**Summer and Intersession Courses** – With permission from the primary advisor, Director of Subdivision and Department Chair, students may apply to teach a course through the Office of Summer and Intersession Programs. Full preapproval is required before submission in order to avoid competing or redundant course proposals in the department. Opportunities are sometimes available for students to teach an accelerated section of language course.

**SOUL Courses** – The Dean’s Office also sponsors short-term initiations to the discipline taught by advanced graduate students. Students interested in applying must receive permission from the primary advisor, Director of Subdivision and Department Chair before filing an application.

**AGHI Graduate Research Fellowships** – Advanced students seeking teaching relief to complete their dissertations are encouraged to apply to the Alexander Grass Humanities Institute for a one-semester Graduate Research Fellowship:

<https://krieger.jhu.edu/humanities-institute/current-students/graduates/>

**Opportunities outside JHU** – Students are encouraged to investigate other discipline- or category-specific funding sources for which they might be eligible. The Vice Provost for Research maintains a list of graduate funding opportunities:

<https://research.jhu.edu/rdt/funding-opportunities/graduate/>

## **DISSERTATION IN FOREIGN LANGUAGE**

Students wishing to write the PhD dissertation in a language other than English should, with their advisor’s permission, contact the Academic Coordinator who will obtain from the Department Chair a letter to the Graduate Board requesting permission. **Requests must be placed at least six months prior to the expected date of the defense.** If permission is granted, the title and abstract must be in English.

## **DISSERTATION DEFENSE**

The defense committee is comprised of five members and two alternates. There are inside and outside members and an alternate for each category; the Graduate Board designates one of the outside members as Chair. Students are expressly prohibited from participating in the composition of the defense committee. The Academic Coordinator

handles the logistics of the defense in consultation with the advisor. The list of committee members is presented to the Graduate Board for approval at least four weeks prior to the date for the defense. Second readers, even those outside the subdivision or from other departments or universities, must serve as inside committee members.

In compliance with the university's green initiative, all dissertations are submitted electronically as .pdf files. You will login to the library web portal using your JHED ID, enter some contact information and supporting elements (dissertation title, keywords, abstract, etc.). The library will check the format of your uploaded file and contact you by email if changes are needed. The ETD will not be visible to the public at this point.

At the end of each semester, the library will make the ETD available via a digital repository. Your research can make an immediate impact in your field. In rare cases, you may need to delay public access to your dissertation because of patent concerns or a pending publication derived from the dissertation. In such circumstances, you will be allowed to embargo the dissertation for a period of up to four years. Extensions beyond four years may only be granted by the school's graduate academic board.

In addition to distributing the ETD through the JHU repository, you have the option to make your ETD available through the ProQuest Dissertations & Theses database.

For additional information, visit the JHU ETD guide at <http://guides.library.jhu.edu/content.php?pid=450528> or contact the library ETD Coordinator, at (410) 516-7220 or [dissertations@jhu.edu](mailto:dissertations@jhu.edu).

## **JOB SEARCH AND MOCK INTERVIEWS**

The department actively supports students in their pursuit of academic positions in the field of study. Three months in advance of applying for academic positions, students should discuss their intentions with their advisor and Director of Graduate Studies, as well as those faculty members from whom they wish to solicit letters of recommendation. The candidate's supporting materials should be completed during the summer prior to application. Students should tailor cover letters to the advertised positions once these are advertised by the employer (generally in September/October, for full-time postings beginning the following academic year).

Each Fall, department faculty conduct mock interviews to prepare students entering the job market. Students wishing to participate in a mock interview should contact their Director of Graduate Studies and the Academic Coordinator **by October 15<sup>th</sup>**.

## **DEPARTMENT FILES**

Files are maintained in the department Administrative Office for each graduate student. These files may contain information to which the student has waived access and/or

confidential internal communications. The department reserves the right to refuse access to portions of the file. Requests for specific information should be made to the Administrative Manager.

## **ADDITIONAL GENERAL RESPONSIBILITIES**

### **DEPARTMENT LECTURES**

Throughout the year, each subdivision of GROLL sponsors lectures and presentations that are open to all members of the department. *Resident students are expected to attend all lectures sponsored by their subdivision, and are strongly advised to attend at least one lecture per semester in each of the other graduate programs as well as events sponsored by other languages taught in the department.*

### **ARRIVAL AND DEPARTURE EACH SEMESTER**

Students are required to return to campus in late August by the date specified on their annual contracts and to attend all Fall Orientation activities scheduled for their subdivision as well as the all-department meeting held during that week. Check with the Language Program Director for your subdivision prior to making any travel plans. Students are expected to return in late January before the start of the spring semester in time to attend any scheduled meetings and prepare lesson plans.

Each semester, all GTAs must remain on campus until the end of the examination period to attend to any needs of their students and to administer and grade final exams as required. Again, consult the Language Program Director for your subdivision *prior to making any travel plans.*

## **PERSONAL RELATIONSHIPS POLICY**

The University enforces a Personal Relationships policy that prohibits certain relationships in which influence could be yielded by University faculty or staff over other faculty, staff, students or trainees, as well as by graduate students entrusted with supervisory duties or academic responsibility over other students whether graduate or undergraduate. The full policy is available on the University Policy and Document Library under “Personal Relationships.”

[https://policies.jhu.edu/?event=render&mid=800&pid=32421&fid=policy\\_32421.pdf&\\_=0.872925361158](https://policies.jhu.edu/?event=render&mid=800&pid=32421&fid=policy_32421.pdf&_=0.872925361158)

## **SEXUAL VIOLENCE, SEXUAL ASSAULT, RELATIONSHIP VIOLENCE AND STALKING POLICY**

The following links contain information on the University’s Sexual Violence, Sexual

Assault, Relationship Violence and Stalking Policy as well as contact information for medical (on and off campus), reporting, security & law enforcement (on and off-campus), and counseling services:

<http://sexualassault.jhu.edu/index.html>  
<http://sexualassault.jhu.edu/policies-laws/>

## **CONSEQUENCES**

Graduate students in the department are required to meet all expectations and deadlines and adhere to all rules contained in this Handbook. Failure to comply will be considered grounds for termination.

Graduate Students are also bound by the rules and regulations of the University. Cases of misconduct will be referred to the Dean's Office for review under the guidelines at

[http://homewoodgrad.jhu.edu/wp-content/uploads/sites/35/2018/06/Homewood-WSE\\_KSAS\\_-and-WSE-EP-Graduate-Academic-Misconduct-Policy-2018.pdf](http://homewoodgrad.jhu.edu/wp-content/uploads/sites/35/2018/06/Homewood-WSE_KSAS_-and-WSE-EP-Graduate-Academic-Misconduct-Policy-2018.pdf)

## **REQUIRED GRADUATE PRACTICUM COURSES**

In addition to courses that may be required by each PhD program, each incoming student must enroll in the Fall and Spring Graduate Practicum courses during the first year of study (or as soon after matriculation as they are offered). These normally consist of 12 sessions over an academic year, with one 2-hour session meeting approximately every other week.

### **Mapping the Scholarly Landscape (Fall semester, AS.211.666)**

1. The Value of Information
2. Exploring the Literary Landscape
3. Understanding the Research Process
4. Authority in Context
5. The Information Creation Process
6. Conversation – Collaboration

### **Research Skills and Tools for Professional Development (Spring semester, AS.211.667)**

1. Preparing a syllabus, marketing your classes (DTF, Summer, Intersession) [with the participation of successful DTF/Intersession instructors]  
Options for online teaching
2. Writing a conference paper abstract; conference presentations
3. Organizing a conference/symposium [led by advanced grad students]
4. How to get published (what, when, where)
5. Academic review writing
6. Options for fellowships/grants/career development

Students in the second through sixth year who wish to attend the Spring portion of the practicum which was not available during their first year are welcome to enroll.

## **WITHDRAWAL**

Students may withdraw from the program at any time during the year. The student must notify in writing the Department Chair, Administrative Manager, and the Director of Graduate Studies of the decision to withdraw. The department office will then notify the Graduate Board and the Registrar of the student's withdrawal. Students who withdraw during the academic year (September through May) will be removed from the payroll system. Students who have finished two years or twelve seminars of course work may be granted a terminal MA. Students with a terminal MA may not reapply for the Ph.D.

# NOTES

# **FRENCH SUBDIVISION**

## **SEMINARS**

Each student is to take twelve seminars during the first two years of study. A one-semester extension of this period is acceptable.

Out of the twelve required seminars, each student must take

- At least one seminar in each of the six periods of French literature (the Middle Ages, the sixteenth century, the seventeenth century, the eighteenth century, the nineteenth century, and the twentieth- and twenty-first century); in the event that no corresponding seminar is offered during the first two years of study, there is no penalty if a student is unable to complete a given period requirement.
- At least nine seminars in the French subdivision, or in paleography, or cross-listed with another department; and, if the student wishes, a maximum of three seminars in other subdivisions or departments of JHU;
- If desired, a single independent study course, on the following conditions:
  - ✓ That the course not be on the subject of the dissertation
  - ✓ That it is not done in the French subdivision
  - ✓ That the student obtains the authorization of the advisor and the DGS.

The student must obtain the grade of Pass in all the seminars. The grade of Pass will only be delivered for papers actually completed. In addition, students must also complete the Graduate Practicum: Mapping the Scholarly Landscape I (Research Methods) & II (Tools for Professional Development) courses during their first two semesters. (AS.211.666 and AS.211.667)

## **LANGUAGE REQUIREMENTS**

Knowledge of Latin (at least a two-semester introductory course) is required of students with dissertations on topics in the Middle Ages or the sixteenth century.

Students are encouraged to complete language certification in at least one language other than French and English during the first two years of study, and in additional languages as a function of the chosen field of study for the dissertation as needs dictate.

## **GRADUATE STUDENT CONFERENCE**

The French subdivision hosts a themed graduate student conference every other year. It is the graduate student body's responsibility to identify the conference organizers, who

are encouraged to consult with previous conference planners to discuss organization of the event. The year prior to the event, conference planners will present their ideas to subdivision faculty and students to receive appropriate feedback and guidance. Conference planners should refer to the conference website and email account for further information (see below).

## **ABD**

While preparing the ABD, the student must enroll in the French Proposal Prep course under the instruction of the dissertation advisor: AS.212.803. The choice of the advisor must be made before the end of the second year.

The advisor is to be a professor in the French subdivision. The co-reader, who may be chosen in consultation with the advisor either before or after the ABD, is to be a member of the JHU faculty (from the Department of German and Romance Languages and Literatures or from another department) or a professor associated with the department through regular visits.

The ABD must be defended before the end of the sixth semester.

The ABD is a 30-40 page prospectus of the dissertation that includes

- a presentation of the object of study
- proof that the project is original and innovative
- the outline projected for the dissertation
- a discussion of the methodology one or more specimen(s) of fully written up sections of the dissertation (in total 20-25 pages)
- a bibliography

The set of twelve seminar papers constitutes an invaluable record of his/her own education and program of study. The student should collect these papers and save them in a dossier. A copy of it is to be filed with the Academic Coordinator two weeks before the ABD defense. A table of contents indicating the titles of the twelve seminars taken and of the papers written for each is to be attached to the ABD.

Both the written and oral parts of the ABD will be the object of a brief evaluative discussion among the professors present at the defense.

The ABD defense and, when requested, the defense of the intermediate report (see below) must take place while classes are in session.

## **YEAR ABROAD**

At present, the department offers a yearly graduate exchange with the École Normale Supérieure in Paris and arranges doctoral internships with French universities on a case-by-case basis.

The year abroad usually takes place after the ABD, during the fourth year. During the year abroad, it is desirable that the student audit doctoral seminars while pursuing library research. The advisor and co-reader will advise on the choice of seminars.

It may be possible to spend the non-teaching year in a university with which JHU does not have a standing exchange program. If this university is outside of the US, the student must officially enroll in the university for visa requirements.

At the end of the year abroad, and in any case no later than September 30 the student will present to the advisor a brief (3-5 page) report describing the working conditions, seminars taken, contacts established, etc.

Advanced students may apply for a Chateaubriand Fellowship offered by the Cultural Services of the French Embassy. The Chateaubriand Fellowship supports students from American universities who wish to conduct research in France for a period ranging from 4 to 9 months. Applications are reviewed internally prior to submission in October, the year before the academic year in France.

## **PRE-DEFENSE**

While the student is preparing the dissertation, the student must enroll in French Dissertation Research (AS.212.802) under the instruction of the advisor. It is the student's responsibility to maintain regular contact with the advisor and co-reader to ensure continued progress on the dissertation after the ABD.

University regulations concerning electronic submission of the dissertation can be found on the JHU Library website (see below).

## **TEACHING AND RESEARCH OPPORTUNITIES**

Advanced students may compete for a Dean's Teaching Fellowship (DTF), which allows successful candidates to teach an upper-level undergraduate course related to the primary field of study. Refer to the JHU website's section on the DTF for information on applying and regulations (see below). Students may also request permission from a professor to shadow a course, for instance the introductory French literature sequence for undergraduates.

On occasion, research assistant positions are made available to suitable candidates. These are initiated by the professor.

## **PROFESSIONALIZATION**

Part of the professionalization process includes being engaged in the discourse of literary and language study in the US and abroad. Students are required to attend all lectures and events hosted by the French program and are encouraged to be active

participants during the question-and-answer sessions. Additionally, students are urged to submit proposals to conferences on literature and culture following the second year of study.

## **USEFUL ADDRESSES**

French research tools guide:

<http://guides.library.jhu.edu/french>

French Graduate Conference site and email account:

<http://grll.jhu.edu/french/french-graduate-conference/>

[Hopkinsfrenchgrads@gmail.com](mailto:Hopkinsfrenchgrads@gmail.com)

Conference and publication postings:

<http://www.fabula.org/>

<http://www.cfplist.com/>

Chateaubriand Fellowship information:

<http://humanities.chateaubriand-fellowship.org/>

Dean's Teaching Fellowships:

<http://krieger.jhu.edu/teachingfellowship/>

Dissertation submission guidelines:

<http://guides.library.jhu.edu/etd>

## **SUMMER PROGRAMS INFORMATION**

Dartmouth Summer Institute of French Cultural Studies

<http://www.frenchculturalstudies.com/2015-summer-institute.html>

Cornell School of Criticism and Theory

<http://sct.cornell.edu/>

## **JOB SEARCH AND POSTDOCTORAL OPPORTUNITIES:**

[http://www.mla.org/career\\_resources#careerandjob](http://www.mla.org/career_resources#careerandjob)

<http://guides.library.jhu.edu/c.php?g=202619&p=1335278> <http://www.fabula.org/>

<http://www.fabula.org/>

Modern Language Association

<https://www.mla.org/>

## **STUDENTS OF COMPARATIVE THOUGHT & LITERATURE**

Students of the department of Comparative Thought & Literature who wish to obtain an MA in French should apply for admission to the Department of German and Romance Languages and Literatures. Consult the office of the Graduate Board for information on the procedure to follow.

Students will obtain an MA on the condition that they have taken at least three graduate seminars in the French subdivision and have written a thesis of approximately sixty pages on a subject different from that of the papers submitted for the seminars.

# NOTES

# **GERMAN SUBDIVISION**

There are generally two different sets of requirements for students depending upon whether they enter the PhD program with or without a Master's Degree.

## **TIMELINE FOR STUDENTS WITHOUT A MASTER'S DEGREE**

### **GENERAL PURPOSE AND FUNCTION OF THE MASTER'S DEGREE**

The Master's Degree is not considered a terminal degree but an important, if intermediary, step toward the PhD. The MA coursework and exams are designed to give students a broad background in German literature from the seventeenth to the twenty-first centuries and across genres. Additionally, students are expected to have a solid grounding in poetics, aesthetics, literary theory, intellectual history, and cultural studies.

### **COURSEWORK**

Prior to completion of the MA, a minimum of three courses is required each semester, two for credit (i.e. with a seminar paper) and one as audit (i.e. no paper required). This is required for the first three semesters and results in a total of nine courses (six papers, three audits) by the end of the third semester of study. At least four of the credit courses must have a 213 prefix.

### **EXAMS AND PREPARATIONS**

In order to help with the preparation and organization of the extensive reading required for the MA, the MA exams are administered in two installments in the form of take-home exams, written over four days. Typically, students receive the exam questions on Thursday or Friday morning and deliver their answer to the department on Monday or Tuesday morning. Each exam covers a section of the reading list according to these areas: literary history, genre, poetics and aesthetics, and media and cultural theory. A follow-up discussion with the MA exam committee consisting of three faculty members will take place after each examination.

### **TIMELINE FOR MASTER'S EXAMS AND MA COURSEWORK**

First Year, Fall Semester: Preparation of a reading list for the first examination. A faculty advisor for the first phase of each student examination will be assigned when the student begins graduate study at JHU.

First Year, Spring Semester: Preparation for the first examination. This examination is taken during the penultimate week of Spring Semester. Preparation of a reading list for the second examination.

First Year, summer: Preparation for a second examination. This examination is taken during the week prior to the beginning of the upcoming fall semester.

## **INDIVIDUALIZED READING LISTS**

One of the major advantages of this examination structure is that it allows students to devise individualized reading lists. Each partial reading list should be worked out with the faculty advisor, whom the student should consult regularly while preparing the material. Students may organize their lists in such a way that they intersect with courses taken in any given semester. However, reading lists should be more extensive than the material covered in any one class.

## **ADVISING**

All post-MA graduate students must select and declare a First Advisor (potentially the dissertation director) who will serve as one of the two readers of the qualifying papers. The advisor provides academic guidance, monitors timely progress through the program, offers professional tips, and similar services. A second advisor must be declared once students gain ABD status.

In the event that the student's advisor leaves the university, the student may continue to write the dissertation with the advisor, provided he or she agrees to this arrangement. In rare cases, the student may choose a dissertation director outside the German subdivision. In all the above-outlined cases, the second reader of the dissertation must be a faculty member in the German subdivision. The second reader in this case will also serve as the student's official departmental advisor.

The selection of an advisor does not preclude close work with other members of the faculty. A student may wish to have such a conversation with more than one faculty member before making an official declaration

A student may change advisors after discussion with the old and new advisor. The student takes the initiative by contacting the preferred faculty member and discussing the modalities of the advisor–advisee relationship. After an agreement between the student and future advisor is reached, the student must inform the previous advisor, whether assigned or chosen, and the academic program coordinator in order to facilitate a smooth transition.

## **QUALIFYING REQUIREMENTS FOR HOPKINS MA STUDENTS**

After successful completion of all requirements for the MA, students should start thinking seriously about their field(s) of specialization and the dissertation project. During the qualifying phase, in addition to registering for the “Qualifying Paper Preparation” course with the faculty mentor chosen for the paper, students take two courses per semester, one for credit (i.e. seminar paper) and one for audit (i.e. no paper required). Three completed credit courses are required to obtain All But Dissertation status. At least two of these credit courses must have a 213 prefix. In consultation with the advisor, the student may elect to register for an independent study around the topic of one qualifying paper. No more than one independent study may count toward the course requirements. The two qualifying papers and the short prospectus should be finished by the end of the third year, so that work on the dissertation can begin immediately thereafter. Students are required to present one qualifying paper to the German colloquium and to situate it within their dissertation project. Students must resolve all incompletes to obtain the status of ABD.

## **QUALIFYING REQUIREMENTS FOR STUDENTS WITH A MASTERS FROM ANOTHER INSTITUTION**

Students who enter the program with a MA from another institution must take two courses for credit (i.e. seminar paper) and one for audit (i.e. no paper required) for the first three semesters. During the next three semesters, students are required to register each semester for one class for credit and one class for audit. This results in a total of fifteen courses (nine papers, six audits) by the end of the third year of study. At least six of the credit courses must have a 213 prefix. In addition, they must register for the “Qualifying Paper Preparation” course with the faculty mentor chosen for the paper. Students are required to present one qualifying paper to the German colloquium and to situate it within their dissertation project. It is expected that all incoming students with an MA will finish the qualifying phase by the end of their third year (including the two qualifying papers, the short dissertation prospectus and the third language requirement).

### **QUALIFYING PAPERS AND PROSPECTUS**

All students must submit two qualifying papers and a brief dissertation prospectus. One qualifying paper should be article-length (no more than 8000 words) and present work that will not be part of the dissertation. The dissertation prospectus should be 5-8 pages long, offer a statement of the problem and a rationale for its importance, situate the dissertation within existing scholarship, and provide a brief sketch of the chapters as well as a first bibliography. The second qualifying paper should be a first chapter of the dissertation.

### **ALL BUT DISSERTATION (ABD)**

Students with ABD status should register for “Dissertation Research” lead by the appropriate advisor. The course numbers vary by advisors and are listed in the course schedule. Additionally, one graduate course is required to be audited per semester. After achieving ABD status, the department encourages students to spend a year abroad. In most cases the year of study abroad will be the fourth year; the decision however is left to the student and their advisors. A study plan for the year abroad must be submitted and approved by the advisors.

## **SAMPLE TIMETABLES FOR ALL STUDENTS**

<b>Entering without MA Degree</b>		
	<b>Coursework</b>	<b>Exams, Qualifying Papers, Dissertation, Etc.</b>
<b>1<sup>st</sup> Fall</b>	2 credit course, 1 audit	Prep 1 <sup>st</sup> reading list, Advisor assigned
<b>1<sup>st</sup> Spring</b>	2 credit course, 1 audit	1 <sup>st</sup> exam penultimate week, Oral Review, 2 <sup>nd</sup> reading list
<b>2<sup>nd</sup> Fall</b>	2 credit course, 1 audit	Oral Review, 2 <sup>nd</sup> exam week before semester, Oral Review
<b>2<sup>nd</sup> Spring</b>	1 credit course, 1 audit	Choose advisor, “Qualifying Paper Prep

Entering without MA Degree		
	Coursework	Exams, Qualifying Papers, Dissertation, Etc.
3 <sup>rd</sup> Fall	1 credit course, 1 audit	“Qualifying Paper Prep”
3 <sup>rd</sup> Spring	1 credit course, 1 audit	“Qualifying Paper Prep”
4 <sup>th</sup> Fall	1 audit (if at JHU)	Declare second advisor, ABD Status, Expected Year Abroad, “Dissertation Research”
4 <sup>th</sup> Spring	1 audit (if at JHU)	Expected Year Abroad, “Dissertation Research”
5 <sup>th</sup> Fall	1 audit	“Dissertation Research”
5 <sup>th</sup> Spring	1 audit	“Dissertation Research”

Entering with MA Degree		
	Coursework	Exams, Qualifying Papers, Dissertation, Etc.
1 <sup>st</sup> Fall	2 credit course, 1 audit	Advisor assigned
1 <sup>st</sup> Spring	2 credit course, 1 audit	
2 <sup>nd</sup> Fall	2 credit course, 1 audit	
2 <sup>nd</sup> Spring	1 credit course, 1 audit	Choose Advisor, “Qualifying Paper Prep”
3 <sup>rd</sup> Fall	1 credit course, 1 audit	“Qualifying Paper Prep” to write Dissertation Prospectus
3 <sup>rd</sup> Spring	1 credit course, 1 audit	“Qualifying Paper Prep”, Declare second advisor, ABD Status
4 <sup>th</sup> Fall	1 audit (if at JHU)	Expected Year Abroad, “Dissertation Research”
4 <sup>th</sup> Spring	1 audit (if at JHU)	Expected Year Abroad, “Dissertation Research”
5 <sup>th</sup> Fall	1 audit	“Dissertation Research”
5 <sup>th</sup> Spring	1 audit	“Dissertation Research”

## **LANGUAGE REQUIREMENTS**

Certification of competency in German is granted automatically upon admission. Competency in one other language besides German and English is required before the Ph.D. will be granted. The language requirement may be satisfied in one of three ways:

- Passing a translation exam administered by the language coordinator of the relevant subdivision.
- Passing a JHU 300–level course or higher in another language.
- Certifying language proficiency through transfer credits from other universities at the 300-level or equivalent, upon approval of the Director of Graduate Studies.

## **STUDY ABROAD, DISSERTATION FELLOWSHIPS, AND SUMMER FUNDING**

Many students seek outside funding in the form of prestigious grants (DAAD, Fulbright, etc.) during their fourth or fifth years in the program. The German program has established an exchange program with the FU Berlin. Students have the opportunity to study at the Friedrich Schlegel Graduate School of Literary Studies in their dissertation year.

Various funding opportunities are also available to assist students to pursue their studies during the summer months. Applications for the following fellowships should be submitted to the Director of Graduate Studies. The German faculty will review them and select the candidates. Students are required to report any other summer funding they have applied for in their application.

### **Humboldt Fellowship**

Interested students should submit a letter declaring their interest, a statement of what they intend to accomplish and a CV to the Director of Graduate Studies by November 15. The letter should name a specific professor in Berlin with whom the student wishes to study and the intended length of stay (usually between 8 and 12 weeks). Students are required to attend the colloquium of the PhD-Net “Knowledge of Literature” or any other research colloquium held by their Humboldt sponsor.

### **FU Berlin: Dahlem Humanities Summer Fellowship**

On occasion a Dahlem Humanities Fellowship is available to fund research at the FU Berlin. This stipend is available to American students only. Interested students should notify the German faculty no later than January 1. During their stay at the FU, students are expected to attend the events at the Dahlem Humanities Center

### **Kaye Dissertation Stipend**

Two Kaye pre-dissertation stipends of \$1,250 each are available to do research in Austria or Germany, with slight, but not exclusive, emphasis on Austria. Students from German, the Humanities Center, History of Art, and History may apply. Deadline for applications is March.

### **The William H. McClain Dissertation Fund**

The fund was established by friends and alumni of the German program in honor of the late Professor William McClain, who was a member of the Hopkins faculty from 1953–82. The fund provides dissertation support for a doctoral candidate in German. The amount of \$2,500 is to be awarded to a graduate student in German to support their dissertation research from May 15th to August 15th. Students in German who have completed their qualifying papers and have obtained ABD status are eligible to apply. Deadline for applications is March.

### **Max Kade Travel Grants**

The Max Kade Foundations provides travel grants up to \$1,200 to do summer research in Germany. Applications should be submitted to the Co-Directors of the Max Kade Center for Modern German Thought (Elisabeth Strowick, Rochelle Tobias) by March 1. The fellowship covers travel and lodging.

### **Summer Teaching Positions**

Graduate Students are encouraged to apply for summer teaching positions, if German Elements or Intermediate is on offer. Application information is sent in October. To date, we have successfully offered both semesters of German Elements. Preference is given to students who have not had the opportunity previously and then according to seniority in the program and a record of successful teaching.

### **BI-ANNUAL GERMAN GRADUATE CONFERENCE**

The German section of the GRLI hosts a bi-annual German Graduate Conference. Two graduate students are elected to be responsible for the all facets of the planning of the conference from deciding on a topic, writing the call for papers, creating a budget, applying for funding from GRLI and other possible funding sources, etc. It is the responsibility of the students to coordinate with the department's Administrative Manager and Academic Coordinator regarding the conference logistics.

### **RESPONSIBILITIES OF TEACHING ASSISTANTS**

The time required for teaching varies depending on the course being taught. Students should acquaint themselves with the rights and responsibilities of Teaching Assistants included in the general section of this handbook. Likewise, a discussion about expectations between lead instructor and teaching assistants at the beginning of each semester is encouraged. Finally, all TAs are expected to arrive on campus in advance of the start of *each* semester in time to attend all curriculum meetings prior to the beginning of classes and to remain through the final exam and grading processes. Check with the German Language Program Director before making any travel plans for your arrival *or* departure for both the fall *and* spring semesters.

### **Beginning and Intermediate German**

Each Teaching Assistant (TA) is responsible for one 3-credit hour course. The semester is approximately 14 weeks long, followed by one week of testing and grading. In addition to the time in the classroom, each instructor holds office hours for one hour each week.

The TAs work within a curriculum team directed by one of the Language Coordinators. The team meets once a week for approximately one hour to review the progress of the students and preview upcoming curricular activities.

Although the curriculum is coordinated, each TA is responsible for creating his/her own lesson plan, contributing to the development of materials, and assisting in the evaluation of testing instruments. Instructors are also responsible for tracking student progress, grading homework and tests, and calculating the final grade.

Finally, each TA is responsible for visiting other classrooms to gain insight into the learning and teaching process at JHU. It is expected that TA's make classroom visits 2-3 times each semester.

### **Advanced German (3rd Year Courses)**

TAs teaching in the Advanced courses have the same amount of contact hours, i.e., 3 academic hours per week, plus an office hour. TAs also work in a team if the course is multi-sectioned or in consultation with the Coordinator if the course has only one section.

Instructors are responsible for syllabus design, micro-planning of curricular units, and development of materials and assessment instruments. As in all courses, instructors track student progress, grade homework and tests, and calculate the final grades.

TAs at this level continue to visit other colleagues teaching at this level.

## **PROFESSIONALIZATION**

Part of the professionalization process includes being engaged in the discourse of literary and language study in the US and abroad. Students are therefore required to attend all lectures and events hosted by the German program and are encouraged to respond to presentations during the question-and-answer sessions. Additionally, students are urged to submit proposals to conferences on literature and culture regularly once they have completed the MA.

Modern Language Association, <http://www.mla.org/>, \$20 student membership, The Conference is held in early January.

German Studies Association, <http://www.g-s-a.org/> \$40 membership, Conference September/October.

American Association of Teachers of German, <http://www.aatg.org>, \$25 student membership, Conference late November.

American Council on the Teaching of Foreign Languages, <http://www.actfl.org/> (Same as above)

American Comparative Literature Association, <http://www.acla.org/>, \$25 student membership, Conference mid-April.

Women in German, <http://www.womeningerman.org/> \$30 student membership, Conference October

## **MISCELLANEOUS**

### **Post-Graduation Employment**

Applications should be submitted in the fall of the fifth year (the first MLA job list is usually available on-line at the end of September). At that point the dissertation should be advanced enough that the advisor is able to certify that the dissertation will be finished before the end of the academic year. Otherwise, it would not be possible to compete successfully for an excellent position with the many candidates who already have their degree in hand.

# ITALIAN SUBDIVISION

## MAJOR FIELDS OF STUDY:

The Italian subdivision offers its students the ability to engage in coursework and research in four major fields of study. The major fields are:

[1] The origins of Italian Literature, including the literature of the thirteenth and fourteenth centuries CE.

[2] Humanism, Renaissance, and Sixteenth Century, including the Latin humanism of the fifteenth and sixteenth centuries.

[3] The origins and beginnings of modern Italian Literature, including works from the seventeenth century through *I promessi sposi* of Alessandro Manzoni (1785-1873).

[4] Modern Italian Literature, Neorealism and Beyond, including the study of literature and, when appropriate, film and other media from the late nineteenth century to the present.

The Italian subdivision expects its students to take examinations that reflect competence in these fields. Please see the “General Timeline,” Third Year, below.

## GENERAL TIMELINE

The Italian subdivision expects students to complete coursework and other requirements in a timely manner. (Please see the “Policy on Incompletes” below.) Subdivision faculty will meet students individually at the end of each academic year, typically in April, to review their annual written Self-Evaluations and to assess their progress based on the following timeline. Students who in the judgment of the Italian subdivision faculty are failing to make satisfactory progress will be referred to the Executive Committee of the department for appropriate action. (See guidelines on academic Probation under “General Rules and Regulations” above.)

## FIRST YEAR

Entering graduate students will be tested for linguistic proficiency in Italian and may be required to register for 210.651 Corso Intensivo di Perfezionamento or an equivalent course, as determined by the Language Program Director, in order to receive certification of competency in Italian. This course will not count toward the 12 seminars required for the Ph.D. in Italian.

Students will take a minimum of six courses for credit; the student’s advisor and the Director of Graduate Studies (DGS) must approve all courses. First-year students are

encouraged not to audit courses in addition to the three courses regularly required per semester. Any exceptions must be approved by the DGS after consultation with the instructors of the student's three credit-bearing courses.

Starting in the first semester and through the fourth semester, students will be assigned a series of four reading lists; the titles included in each reading list will be the object of a discussion with the Italian faculty at the beginning of the following semester.

Performance in such meetings, which are meant to prepare students for the comprehensive exams to be taken in the third year, will be part of the overall progress evaluation.

At the end of the first year, students will be evaluated as to whether they are making progress toward professional-quality scholarly writing. This evaluation will include a review of the student's course term papers by the Director of the Italian Subdivision and the DGS.

Early in the first year, students intending to work in one of the two pre-modern fields of study (1 and 2 above) take an examination designed to evaluate reading competence in Latin. This two-hour written exam will be administered by the Italian faculty. This exam is administered in order to help the student successfully complete the two language exams required by the end of the second year (see "Second Year," below). Students with little or no knowledge of Latin must plan on Latin language study in the second year. Students who are confident of their Latin may submit for appraisal by the Director of the Italian Subdivision and the DGS a relevant publication or recent coursework proving their skills in Latin.

## **SECOND YEAR**

Students must demonstrate general linguistic competence in the classroom, as determined by the Language Program Director (a report is required). Students who have not received a score of 85 or above on their diagnostic exam will be required to retest each year before receiving teaching assignments.

By the end of the 4th semester of graduate study, the student should have completed 12 courses. In some cases (e.g., students who need to take the *Corso Intensivo di Perfezionamento*), it is permissible to complete coursework in the 5th semester; exceptions must be approved by the student's advisor and the DGS.

At the end of the second year of study, students will be evaluated as to whether their writing has reached a professional and scholarly level. This evaluation will include a review of the student's course term papers by the Director of the Italian Subdivision and the DGS.

By the end of the second year of study, the student should have chosen a major field and dissertation topic. Two dissertation advisors will be assigned accordingly. Normally the primary advisor and first reader will be professors of Italian in the department, but

according to the students' needs the first reader may be a professor from another subdivision of the department, from another department at Johns Hopkins University, or associated with the department through courses taught as a Visitor to the department.

Students intending to work in one of the two pre-modern fields of study (1 and 2 above) must under normal circumstances pass an examination in reading competence in Latin (see First Year above) and in one other language offered by the department; students who intend to work in one of the two modern fields of study (3 and 4 above) must under normal circumstances pass an examination in reading competence in two other languages offered by the department. Foreign language exams should be completed by the end of the second year, and will, in most circumstances, be administered by the Language Program Director for that language within the department. Proficiency may also be demonstrated by successfully completing a course taught in the language at or above the 300 level.

### **THIRD YEAR**

In the 5th semester the student must take an independent study with the chosen advisor. The aim of that independent study will be to produce the core of the ABD proposal.

Of the twelve required courses (excluding the two-part Graduate Student Practicum and the Corso Intensivo di Perfezionamento), four (4) may be 400-level undergraduate courses taught by members of the GRLI Italian faculty. With the written permission of the student's advisors, 400-level courses taught by other GRLI faculty members may also be used to fulfill this requirement.

The student will take comprehensive exams expected to begin in February of the third year. Access will be given the student to both a comprehensive reading list and to a representative list of prior exam questions.

The exams will be structured in the following, fourfold fashion.

(1) The student will take two 4-hour written exams from among the four possible major fields, as listed above. Students must write one half of the exams in Italian and the other half of the exams in English.

(2) The student will design an undergraduate course syllabus that reflects knowledge of one of the two fields not chosen for the written examinations.

(3) The student will have a one-hour oral exam with members of the Italian subdivision faculty to discuss the written exams, the course syllabus, and the field of Italian Studies in general.

(4) By no later than 15 May of the third year, the student will present the dissertation prospectus (ABD paper) for public discussion. Exceptions or late completion of this requirement must be discussed with and approved by the faculty in the Italian program. This prospectus will consist of at least 9,000 to 12,000 words outlining a viable

dissertation project. The prospectus will be submitted to the dissertation advisors for final review no later than three weeks before the scheduled discussion date. It must be in final form at this time. The advisors will then make their opinion known to the other professors of Italian who will have the opportunity to voice their comments. The paper will not be distributed until the Academic Coordinator has been informed that the Italian professors have approved it for discussion. The paper must then be circulated to the department not less than fourteen days before the approved discussion date.

A successful ABD paper will consist of an introduction to the project and a completed chapter or major section of a chapter. The introduction should describe the topic, the methodology chosen, the project's originality, and its anticipated contribution to the advancement of the field. It should outline the anticipated sequence of chapter topics and include a bibliography of works essential to the project's content and methodology. The chapter or chapter section may be based on a substantial revision of the student's most relevant seminar paper.

All Italian section students are required to attend all ABD presentations in the Italian section unless advance permission for absence is granted.

Upon passing this examination, the student will have the status of 'ABD,' or 'All But Dissertation,' and thus be admitted to candidacy for the Ph.D.

#### **FOURTH YEAR**

The student, now a doctoral candidate, will customarily spend the fourth year abroad, free from teaching obligations and engaged in dissertation research. Students who wish to apply for one of the exchange programs in Italy (Scuola Normale Superiore di Pisa, Università di Venezia) should make plans during the Spring semester of his/her third year. See the General Rules and Regulations above for approval for study abroad.

#### **FIFTH YEAR**

The fifth year will be devoted to the writing of the dissertation.

#### **FINANCIAL AID**

The Italian subdivision encourages students to apply for outside sources of financial aid. Depending on the student's major field, a variety of outside grants may be appropriate. These include:

Fulbright Fellowships: <http://www.iie.org/Template.cfm?section=Fulbright1>

The American Academy in Rome: <http://www.aarome.org/prize.html>

## **MANDATORY ANNUAL SECTION MEETING**

Each year there will be one mandatory meeting of all Italian graduate students and professors towards the end of the Spring semester. The faculty and students will work together to choose the student who will act as Editorial Assistant for MLN Italian Issue, and to determine which GTAs will teach the Undergraduate Surveys and any other GTA-taught undergraduate courses during the following academic year, including both on-campus and as part of the Study Abroad programs sponsored by the Italian subdivision. At this meeting, faculty will solicit graduate student input concerning upcoming courses, conference organization, invited lecturers, section- and department wide policy or other matters of common concern.

## **ADDITIONAL MANDATORY REQUIREMENTS**

It is expected that all graduate students in Italian will attend all lectures on Italian topics sponsored by the Department. Graduate students are expected to participate in conferences sponsored by the department when these are relevant to their work. The

Italian section expects that, beginning in the second year, students will participate in conferences held elsewhere, either by attendance or by presenting their work.

Conferences may include those limited to graduate students as well as those sponsored by the Modern Language Association, the American Association of Italian Studies, or other organizations in a student's field. To receive departmental reimbursement for attending a conference, students should discuss anticipated participation with their advisors to determine its relevance to their individual programs of study. See "General Rules and Regulations" above for details on travel support (including the Singleton Fellowship for travel to and within Italy) and procedures for reimbursement.

# NOTES

# SPANISH SUBDIVISION

## THE PROGRAM

Students in the Spanish subdivision of the department have the option of concentrating in Latin American or Peninsular literatures and cultures. Additionally, students may design a comparative literature minor field in conjunction with their advisor that would include two or more of the languages and cultures represented by the department or outside the department.

Here is a *generic* timeline of a student's progress through the program. To determine specific progress *requirements*, consult the sections that follow.

### YEAR 1

- Complete 3 seminars per semester
- Complete the Graduate Practicum: Mapping the Scholarly Landscape I (Research Methods) & II (Tools for Professional Development) courses during their first two semesters. (AS.211.666 and AS.211.667)
- Achieve certification in a foreign language (other than Spanish and English)

### YEAR 2

- Complete 3 seminars per semester
- Teach 1 course per semester
- Achieve certification in another foreign language

### YEAR 3

- Prepare to take 4 qualifying exams in February, to be given at one-week intervals
- Research, write and defend the dissertation prospectus (ABD) by May 15<sup>th</sup>
- Teach 1 course per semester

Fall semester of the third year is dedicated to preparation for taking the 4 qualifying exams (4 hours each) to be administered in February of the following year at one week intervals. These examinations are based on 4 reading lists:

- Medieval and Golden Age Spain
- Modern Spain
- Pre-conquest and Colonial Latin America
- Modern Latin America

These reading lists are made available prior to the first year of seminars. These written examinations are prepared by each professor according to his/her field. Examinations are evaluated by all the senior professors and the results are communicated to the students within two weeks of having taken all four examinations.

Students then proceed to the preparation of their dissertation prospectus (ABD) to be presented to the department no later than June 15th of the same academic year. Any exceptions to this must be approved by the DGS and the student's advisor.

#### **YEAR 4**

- Research for the dissertation
- Teaching relief

The fourth year is dedicated to research for the dissertation. Students enroll for dissertation research credit. Conducting research abroad is supported by the department and is usually undertaken in the fourth year. Students with a compelling reason to conduct research at another institution in the US may do so. In either case the student is not required to teach during the fourth year. For research year deadlines and procedures, see pages 4-5.

#### **YEAR 5**

- Write and defend the dissertation
- Teach 1 course per semester

The fifth year is dedicated to writing the dissertation. Students enroll for dissertation writing credit. For information on the composition of the dissertation committee and submission of the dissertation itself, see page 12.

#### **COURSE WORK**

- A normal course load per semester is considered 3 graduate seminars. Students take a minimum of 12 seminars, which can be finished in two years. Directed readings/independent study courses and audited courses are permitted; however, only one may be counted toward the minimum requirement of 12 seminars. Any others taken must be in addition to that minimum number. During course work, students are expected to take at least one seminar per academic year with each of the Spanish section professors. Of the 12 required courses (excluding the two Graduate Student Practicums) 3 of them may be 400 level undergraduate courses taught by members of the GRLS Spanish faculty. With the written permission of the student's advisor, 400 level courses taught by other GRLS faculty members may also be used to fulfill this requirement.

## **TEACHING OPPORTUNITIES**

Graduate teaching assistants (GTAs) will be responsible for teaching a section of a Spanish language course. (For a description of a GTA's responsibilities, see: pp. 6-9). In addition, the Spanish Program offers a minimum of three introductory courses in literature and culture taught by teaching assistants under the guidance of a senior member of the Spanish faculty.

215.231 Introduction to Literature in Spanish (fall and spring)

215.390 Introduction to Spanish Culture

215.380 Introduction to Latin American Culture

Graduate students in Spanish become eligible to teach these courses strictly on the basis of their year of entrance into the Program. Their selection will be determined and announced by the Subdivision Director and the Director of Graduate Studies. Students will consult with their faculty adviser in planning the course and the syllabus. The Spanish faculty will be involved in the planning of the course syllabus and its final adoption.

Faculty in the Program may choose graduate students as teaching assistants in undergraduate courses subject to the approval of the Chair. Such instructional assignments are not considered the equivalent of teaching one of the introductory courses.

Apart from semester-long teaching assignments, graduate students may submit a proposal to teach a course of their own design during Intersession, which runs during the month of January. The deadline and procedures for Intersession course proposals are announced in September.

## **LANGUAGE CERTIFICATION**

Graduate Teaching Assistants will be required to take a linguistic diagnostic exam during fall orientation and follow the subsequent recommendations of the Spanish Language Program Director to receive certification of competency in Spanish. Reading competency in two other languages besides Spanish and English is required for the Ph.D. The language requirement may be satisfied in one of two ways:

- Passing a translation exam administered by the language coordinator of the relevant subdivision.
- Passing a 300-level Hopkins course or higher in another language.
- Certification of language proficiency via transfer credits. This must be approved by the DGS for the section.

## **ADVISEMENT**

The Director of Graduate Studies (DGS) is responsible for managing each student's progress through the program. The duties of the DGS include advising graduate students (in conjunction with the student's chosen advisor); approving graduate student registration and communicating to the department Administrative Office the status of each student. Students are expected to choose an advisor to guide their research before the end of their second year. The advisor's input will be taken into account in all decisions concerning the student's progress in the program, whether at the level of the subdivision or at the departmental level.

## **DISSERTATION PROSPECTUS (ABD)**

After completion of their exams students must present their dissertation prospectus (ABD, or "All But Dissertation") to the Section Faculty as the last formal step in being considered a candidate for the Ph.D. The ABD should give readers an overall view of the topic, methodology, relevant scholarly framework, and trajectory of the dissertation. However, students should consult with their advisors for specific expectations regarding format and content of the ABD. The ABD must be presented to the department no later than May 15th of the 3rd year. Students and their advisor must inform the department Academic Coordinator of the date they plan to present the ABD at least three weeks in advance so that a seminar room and any necessary equipment can be reserved. The prospectus itself must be submitted by email for circulation to students and faculty two weeks prior to the date of the ABD presentation. The advisor will forward the approved ABD copy to the Academic Coordinator prior to that date for circulation to students and faculty. Students should consult with the department Academic Coordinator regarding any additional accommodations for the presentation.